

Cultural Lit. 15: Scenic Attractions in Four Corners

Summary

Reading a map, students will be able to find and list scenic attractions in SE Utah and the Four-Corners-region, after receiving direct instruction and carrying out activities in cooperative group settings, in 1 class period.

Time Frame

1 class periods of 60 minutes each

Materials

1. Large size map of Dine' Bikeyah.
2. Class set of 5 desk size maps of Dine' Bikeyah.
3. Teacher generated handout of an enlarged map key with compass rose and symbols for mountains, rivers, lakes, towns, roads. 1 inch = 15 miles on large Dine' Bikeyah map. 1 inch = 30 miles on small Dine' Bikeyah map.
4. Paper, pencil, ruler.

Background for Teachers

Guarded Vocabulary:

Scenic attraction, cardinal direction, compass rose, north, east, south, west, river, mountain, lake, mesa, canyon, desert, forest, grassland, wetland, reservoir.

Intended Learning Outcomes

How to find and list scenic attractions in SE Utah and the Four-Corners-region, using a map.

Instructional Procedures

Introduce lesson to capture student's attention:

Teacher tells the class that they are going to continue practice reading maps.

Teacher will review cardinal directions and reading a map key, using map key handout and small Dine' Bikeyah map.

Problem/Prediction:

How can you get the students really thinking?

With students working in groups of four, teacher will ask students to work together and name some scenic attractions in the area that they have visited. Teacher will list places on the board, a projection device, or a flipchart, e.g., Lake Powell, Edge of the Cedars-Blanding, Mesa Verde, Shiprock, Durango.

Teacher Instruction:

With the big Dine' Bikeyah map at front of class, and students working in table groups of four, teacher assists students to find the scenic attractions listed during brainstorming on the map. Teacher will add place names to the list if students fail to mention a known place.

How will you end your lesson?

Review of big map at front of class to make sure the teacher marked all the places the students

found, and to allow the students to check if they marked all the places indicated on the big map.

Strategies for Diverse Learners

How will you help ELL students?

Guided Practice:

Teacher is circulating to each group and asking questions to check for comprehension of vocabulary and concept, asking students to show her/him where the scenic attraction is on the map.

Extensions

Students will work in table groups of four or in pairs with the maps and find and show (with stickies, crayon) the named scenic attractions on the map. Teacher will mark her/his big map as students find places, and circulate among groups to assist students.

Assessment Plan

Observation of student participation, map marked with scenic attractions.

Authors

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